DOCUMENT RESUME

ED 315 401 SP 031 914

AUTHOR Bell, David; Roach, Patricia B.
TITLE Moonlighting: A Study of Extra-Contractual Income of Arkansas' Public School Teachers.
PUB DATE Nov 89
NOTE 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 7-10, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Multiple Employment; Part Time Employment; *Public School Teachers; *Teacher Attitudes; *Teacher Salaries
IDENTIFIERS *Arkansas

ABSTRACT

This state-wide study was designed to determine the extent to which teachers in Arkansas hold second jobs. A survey of public school teachers in 23 counties elicited 1,546 responses. Thirty-eight percent of Arkansas' teachers hold second jobs, although indications are that this would be a much higher percentage if additional jobs were available. Very few of the second jobs were actually related to the primary vocation of the teacher. Activities reported included bus driving, club activities, tutoring and coaching. Most of these activities pay a minimum wage. For most who moonlight, the extra income is an economic necessity, and for a great many more, the economic need to work a second job exists but the employment opportunity does not. Most of the teachers who responded to the survey did not believe that working a second job lowered their prestige nor did it cause the majority to become dissatisfied with teaching. There seemed to be little concern that working a second job jeopardized school evaluation or caused the teachers difficulty with the school board. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED315401

Moonlighting: A Study of Extra-Contractual Income of Arkansas' Public School Teachers

Paper Presented by

David Bell
Arkansas Tech University
Russellville, Arkansas 72801

Patricia B. Roach
Arkansas Tech University
Russellville, Arkansas 72801

Mid-South Educational Research Association
Little Rock, Arkansas

November 7-10, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Bell
P. Roach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Running Head: MOONLIGHTING

BEST COPY AVAILABLE

SP 031 914

Abstract

Teaching in America's schools is for many a part-time job. In some areas of the nation, especially in the poorest where salaries are lowest, teachers are forced to hold second jobs in order to survive. This state wide study was designed to determine the extent to which teachers in one state are engaged in multiple job holdings. A 33 item instrument was developed which consisted of questions relating to demographics, moonlighting activities, and perceptions of teachers toward those activities. This article reports the results of that study.

Moonlighting: A Study of Extra-Contractual Income of Arkansas' Public School Teachers

Teaching in America's schools is for many a part-time job. In some areas of the nation, especially in the poorest where salaries are lowest, teachers are forced to hold second jobs in order to survive. Although moonlighting, or extra-contractual activities, has not been widely studied among educators, it does appear to be a common practice and one that historically has been both expected and accepted by the public. Unfortunately, the public perception of teachers as part-time workers continues to persist in Arkansas and is reflected in what many would think of as part-time salaries.

In 1984 the Arkansas State Board of Education adopted new educational standards designed to assure greater educational achievement for Arkansas' students; however, no consideration was given to the improvement of the economic status of teachers. The emphasis on new educational standards and greater educational achievement of students underscores the importance of improved instruction in the classroom. It seems obvious that teachers who are forced to pursue extra-contractual activities, have less time to plan and prepare for instruction. Because Arkansas has consistently held the 49th or 50th position in terms of teacher salaries, it seems likely that many Arkansas teachers may be forced to work second jobs. This study was undertaken to determine how many teachers had extra-contractual sources of income and the types of jobs which were providing the extra income.

A 33 item instrument was developed which consisted of questions relating to demographics, extra-contractual activities, and perceptions of teachers toward those activities. Extra-contractual activities were grouped into two major categories; jobs associated with the school and jobs outside the school. Both year round and summer extra-contractual work was included. The instrument

was field tested with area public school teachers. Using the Arkansas Education Directory, a random sample of school districts from the 76 Arkansas counties was selected. School districts from 23 counties responded and 1,546 usable instruments were returned. This represented 30% of the counties and provided a well balanced geographic representation of the state. No follow up survey was conducted.

How many teachers are involved in extra-contractual work?

Thirty eight percent of Arkansas' teachers hold second jobs. Although a large percentage of Arkansas teachers moonlight, indications are that this percentage would be much greater if additional jobs were available. When teachers were asked, "If you do not work now, would you work if you could find a job?", 51% of those not moonlighting indicated a need or desire to work at a second job if jobs were available. Seventy percent of Arkansas teachers either are currently working second jobs or wish to work.

What extra-contractual activities were reported?

Arkansas teachers who reported extra-contractual activities are involved in a great variety of second jobs, very few of which are actually tied to the primary vocation of the teacher. The activities reported by teachers within school include bus driving (27%), club activities (20%), tutoring (19%) and coaching (17%). Major jobs mentioned outside of school included sales (27%), cleaning service (10%), typing or accounting (7%), and a variety of other activities. The activities mentioned most often included child care, paid church worker, truck driver, garbage collector, waiter, and waitress. Most of

the activities pay a minimum wage. Other major out-of-school activities were related to business, farm or rental income. Fifty nine percent of the teachers reported farm-related income, another 22% indicated that they derived income from rental property as owners or caretakers, and 19% listed other ownerships or small businesses as being a provider of extra income. (Persons listed more than one extra-contractual source of income.)

Why do teachers pursue extra-contractual work?

For many Arkansas teachers the decision to work at a second job is not one of personal choice but is one of economic necessity. Of all teachers holding second jobs, 88% worked because of economic necessity and 12% worked for personal fulfillment. Of those teachers working, the amount of money that they earned was small. Eighty one percent reported an outside annual income of less than $5000. The amount of time spent in earning the extra income varied widely. Most (71%) of the teachers worked a maximum of twenty hours per week; another 25% worked 25 to 40 hours each week; and 4% worked more than 40 hours per week. For most teachers, the regular school work schedule is approximately 7 to 7 1/2 hours a day plus duty assignments. Unpaid club sponsorship, parent conferences, special school events and other school related activities often requires the teacher to work as many as 50 hours each week. In addition the Arkansas teacher who moonlights may work an additional 15 to 40 hours each week.

What is the teacher's perception of extra-contractual activity?

Most Arkansas teachers who responded to the survey (62%) did not believe that working a second job lowered their prestige nor did it cause the majority to become dissatisfied (51%) with teaching. When asked, "Does your second job better qualify you to teach?", almost all (96%) disagreed. In response to the question, "Does the second job make you more appreciative of teaching?", 57% said no, 20% said yes, and 23% gave no opinion. There seemed to be little concern that working a second job jeopardized school evaluation; 69% believed that it did not, and few believed that working a second job caused them difficulty with the school board (90%).

Seeking extra-contractual income is an economic reality for many teachers in Arkansas. For most who moonlight, an outside job is an economic necessity, and for a great many more, the economic need to work a second job exists; however, the employment opportunity does not.

Although Arkansas teachers do not perceive that working a second job, for the most part a minimum wage job, lowers their prestige; no study has been conducted to determine the perceived prestige level of Arkansas teachers.

As efforts are made to upgrade education in the nation, changes must be viewed in light of the time that teachers need in order to incorporate changes. Teaching is a highly labor intensive task requiring a great deal of time "outside the classroom". Planning for instruction and evaluating results takes time for reflection. This study indicates that many Arkansas teachers, because of economic necessity, may not have this needed time. Further studies are needed to determine the degree to which this study relates to conditions in other states.